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ABSTRACT

Outlined in this booklet are key competencies for African and Afro-American studies courses in kindergarten through grade six in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. For each grade level, between two and eight competencies are identified. Each competency is followed by numerous behavioral objectives by which mastery of the competency can be evaluated. For example, one fifth grade competency is that students will learn a definition of cultural heritage and the concept of tradition. One behavioral objective for this competency is identification of five characteristics of African cultural heritage brought to America by African people. Progressing from kindergarten through grade six, the competencies emphasize understanding differences among all living things, self-acceptance, concepts of family and community, geography of Africa, black history in Philadelphia, racism and the civil rights movement, and African influences on Western culture. (AV)

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Key Competencies: African and Afro-American Studies, Elementary Schools

1980

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Office of Curriculum and Instruction

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SP 012 815

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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

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AFRO-AMERICAN STUDIES CURRICULUM

Afro-American studies develops the students' ability to gain insights and perceptions which will help to destroy myths and sterotypes and provide the frame of reference for understanding past and present forces and factors which have shaped the complex problems in our society based on race and color.

The range of the curriculum extends from kindergarten through the twelfth grade.

The booklet treats the key competencies taught in the elementary program (kindergarten through grade 6).

The following coding system was used to designate the competencies:

EXAMPLE:

E - AAAS 2 - 3

- 3 - 3rd Competency
- 2 - 2nd Year (Grade 2)
- AAAS - African and Afro-American Studies
- E - Elementary

01 - Student Outcome 1
02 - Student Outcome 2
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NOTE: The following courses are given in the Elementary Program:

AAAS - K - Kindergarten
AAAS - 1 - 1st Year
AAAS - 2 - 2nd Year
AAAS - 3 - 3rd Year
AAAS - 4 - 4th Year
AAAS - 5 - 5th Year
AAAS - 6 - 6th Year

For further information regarding the African and Afro-American studies curriculum and its implementation please refer to Curriculum Means Service or contact:

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AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-K)

Key Competencies

KINDERGARTEN

E-AAAS-K-1 STUDENTS WILL BEGIN TO SEE LIKENESSES AND DIFFERENCES AMONG LIVING THINGS:

01. Identify and name various colors of people and animals.

02. Name and identify ten Afro-American men and women in the news.

03. Collect pictures of domestic animals of different kinds.

04. List the physical characteristics which are similar in all people.

05. List the physical characteristics which are different in all people.

06. State reasons why people differ from one another.

E-AAAS-K-2 STUDENTS WILL TELL THOSE THINGS THAT MAKE THEM FEEL GOOD ABOUT THEMSELVES AND THEIR FAMILIES:

01. Bring in pictures of themselves and tell about the things they do well.

02. Bring in pictures of their families and talk about what they enjoy about their families.

E-AAAS-K-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF PEOPLE WHO LOOK AND DRESS DIFFERENTLY FROM THEMSELVES:

01. Bring in pictures of people of other lands and tell something about how they look and how they dress.

02. Listen to the music of African, Asian, and European people, and describe the sounds.

03. Cut pictures from old magazines that show people doing different things.

04. Listen to African folktales and tell about the important incidents in the story.

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-1)

Key Competencies

GRADE 1

E-AAAS-1-1 STUDENTS WILL BEGIN TO ACCEPT THEMSELVES AS UNIQUE INDIVIDUALS WITH WORTH AND DIGNITY:

01. Look into a stationary mirror and tell something about height, weight, hair, skin color, and other distinguishing characteristics which make for a unique human personality.

02. Draw a self-portrait and tell what is pleasant about it.

03. Tell a story with themselves as the central individual in the story.

E-AAAS-1-2 STUDENTS WILL DEMONSTRATE THEIR ABILITY TO OBSERVE AND NOTE LIKENESSES AND DIFFERENCES IN PICTURES OF PEOPLE FROM SEVERAL CONTINENTS OF THE WORLD, INCLUDING AFRICA:

01. Identify pictures of Asian, African, European, and Indian children from pictures.

02. Compare how people from different continents look and dress.

03. Recognize the names and places of people who live in other parts of the world.

04. Name five ways in which people from different parts of the world are similar.

05. Explain three characteristics of traditional African family life.

06. Describe the circumstances which might have caused individuals to express different emotion.

07. Color individual maps of the African continent and say the names of major African cities and countries.

GRADE 1

E-AAAS-1-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE ABOUT AFRO-AMERICANS PAST AND PRESENT:

01. Locate the ancient kingdoms of Ghana, Mali, and Songhay on an outline map of Africa.

02. Locate on a map of the world the general area from which the ancestors of Afro-Americans came.

03. Listen to stories about the childhood of well known Afro-Americans, and retell important incidents from their lives and times.

04. Identify a picture of Martin Luther King and tell something about his life.

05. Identify several outstanding Afro-Americans and tell how the lives of these individuals were similar to each other.

06. Listen to several African stories and folktales and compare them with Afro-American folktales they may have heard.

07. Draw or paint pictures of African art objects that are shown in books, films, filmstrips, or in one of Philadelphia's museums.

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-2)
Key Competencies

GRADE 2

E-AAAS-2-1 STUDENTS WILL LEARN A DEFINITION FOR THE CONCEPT OF FAMILY AND THE CONCEPT OF LIKENESSES AND DIFFERENCES IN THE FAMILY:

01. Name three characteristics of traditional family life.

02. Draw pictures of their own families to be used for a classroom bulletin board entitled, "Our Families."

03. Tell something about their family.

04. Collect pictures of black and white family groups.
    a. Examine the physical features of each family group.
    b. Examine the physical features of each family group to determine similarities and differences.

05. Examine pictures of people from various parts of the world, learn about differences in their various cultures, and discuss the likenesses and differences reflected in the human family.

06. Read several biographical sketches of famous Afro-American men and women and determine what basic characteristics and qualities were common to each.

07. Read about the life and times of several outstanding black men and women and discuss what were the major positive influences of the family in shaping the lives of the individuals mentioned.

E-AAAS-2-2 STUDENTS WILL LEARN THE MEANING OF THE TERM ANCESTOR AS PART OF THE FAMILY:

01. Define the term ancestor.

02. Explore the term homeland.

GRADE 2

E-AAAS-2-3 STUDENTS WILL LEARN THE MEANING OF THE TERM ANCESTOR AS PART OF THE FAMILY (continued):

03. Demonstrate an understanding of the concept of ancestor by using appropriate names to identify family members, e.g., aunt, uncle, grandmother, grandfather, great-grandmother, etc.

04. Interview their oldest living family member to collect information about some of their ancestors that will be shared with the class.

E-AAAS-2-3 STUDENTS WILL DEMONSTRATE A KNOWLEDGE ABOUT THE ORIGINS OF BLACK AMERICANS AND THEIR AFRICAN HERITAGE:

01. Identify on a world map the original homelands of selected Euro-Americans, Asian-Americans, Afro-Americans, and Hispanic-Americans.

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-3)

Key Competencies

GRADE 3

E-AAAS-3-1 STUDENTS WILL LEARN A DEFINITION FOR THE TERM COMMUNITY AND IDENTIFY THE CHARACTERISTICS OF A COMMUNITY:

01. Make a map of the community showing the homes, schools, churches, recreational facilities, and stores.

02. Locate on a map or globe, at least five communities in other parts of the world.

03. Determine the number of homes, apartments, schools, stores, and other buildings in the community.

04. Draw pictures of the sights and sounds in the community.

05. Identify at least three ethnic communities found in Philadelphia today.

E-AAAS-3-2 STUDENTS WILL IDENTIFY THE STRENGTHS, WEAKNESSES, AND NEEDS OF THEIR COMMUNITY:

01. Collect newspaper accounts of good and poor conditions in the community.

02. Give examples of how people can work together for improving the community.

03. Make a list of services needed by families in a community.

04. Discuss ways in which people in a community are responsible to each other.

05. Write or draw pictures of things in the community which are impressive.

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-4)

Key Competencies

GRADE 4

E-AAAS-4-1 STUDENTS WILL IDENTIFY AND PROVIDE INFORMATION ABOUT THE EARLY BLACK SETTLERS IN PHILADELPHIA:

01. Read accounts of the early black settlers in Philadelphia and the unique problems they encountered.

02. Discuss the leadership and inspiration provided by Richard Allen and Absalom Jones.

03. Give highlights from the lives of several outstanding black Philadelphians who made significant contributions to the city, state, and nation.

04. Dramatize the events which led to the establishment of Mother Bethel A.M.E. Church.

05. Use selected articles and pictures of historic black citizens of Philadelphia to develop a booklet which will identify them with the particular time in which they lived.

E-AAAS-4-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE STRUGGLES, ASPIRATIONS, AND ACHIEVEMENTS OF BLACK PEOPLE IN PHILADELPHIA:

01. Read and write about important black landmarks in Philadelphia.

02. Collect information about prejudice and discrimination that denies equal rights to all citizens in Philadelphia.

03. Prepare a booklet of selected articles and pictures which identify the major problems confronted by black Philadelphians.

04. Compile a complete current list of black elected public officials in policy-making positions in Philadelphia.

GRADE 4

E-AAAS-4-2 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE STRUGGLES, ASPIRATIONS, AND ACHIEVEMENTS OF BLACK PEOPLE IN PHILADELPHIA (continued):

05. Research the development of the black church in Philadelphia and discuss its impact in the city.

06. Use a map of Philadelphia to locate the schools named in honor of Afro-Americans.

07. Identify the major black organizations in the city which seek to improve the quality of life.

08. Visit the Afro-American Historical and Cultural Museum and write a report on what was found.

09. Identify the following persons and indicate their major contributions.

    a. Marion Anderson
    b. O.V. Catto
    c. Charles Bowser
    d. Cecil Moore
    e. Richard Allen
    f. Major R. R. Wright
    g. James Forten
    h. A. Leon Higginbotham
    i. W. Wilson Goode

10. Use a map of Philadelphia to locate and color the areas of the city where a large population of black Philadelphians live.

11. Use local papers as sources of information and carefully read, analyze, and draw general conclusions about the status of black people in Philadelphia.

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-5)
Key Competencies

GRADE 5

E-AAAS-5-1 STUDENTS WILL LEARN A DEFINITION OF CULTURAL HERITAGE AND THE CONCEPT OF TRADITION:

01. Draw a map of West Africa and locate the areas from which the ancestors of black Americans were brought to America.

02. Make a booklet of African culture and identify five aspects that reflect high levels of development.

03. Prepare a diorama which illustrates the grandeur of the Songhay empire.

04. Name five characteristics of African cultural heritage brought to America by African people.

05. Listen to Afro-American music and determine if there are any characteristics common to Afro-American music.

E-AAAS-5-2 STUDENTS WILL LEARN A DEFINITION OF RACISM AND DISCUSS THE BEGINNING OF COLOR DISCRIMINATION IN AMERICA:

01. Define the term racism.

02. Explore the term discrimination.

03. Draft an abolitionist petition to Congress protesting slavery in America.

E-AAAS-5-3 STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF THE STRUGGLE FOR FREEDOM:

01. Describe and give details of major slave rebellions in North America.

02. Give details about the planning necessary to initiate an escape from slavery.

GRADE 5

E-AAAS-5-4 STUDENTS WILL LEARN ABOUT THE LIFE AND TIMES OF SEVERAL OUTSTANDING BLACK ABOLITIONISTS:

01. Make a report on the life of the following three black abolitionists and discuss his/her contributions to the movement:
    a. Frederick Douglass
    b. Sojourner Truth
    c. William Still

02. Dramatize a "You Are There" account of Harriet Tubman's escape from captivity.

E-AAAS-5-5 STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF THE CIVIL WAR PERIOD:

01. Give details about the participation of blacks in the army and navy.

02. Compare the treatment of black and white soldiers during the war.

03. Demonstrate an understanding of the provisions of the Emancipation Proclamation.

04. List the important contributions of blacks to the war effort.

E-AAAS-5-6 STUDENTS WILL SHOW AN UNDERSTANDING OF THE TERM JIM CROW:

01. Define the term Jim Crow.

02. Discuss the effect of Jim Crow laws in depriving black people of equal rights.

GRADE 5

E-AAAS-5-7 STUDENTS WILL SHOW AN UNDERSTANDING OF THE FACTORS WHICH RESULTED IN THE CIVIL RIGHTS MOVEMENT:

01. Discuss the 1954 Supreme Court Decision.

02. Discuss the boycott in Montgomery in 1955, and its impact on patterns of life in the South.

03. Prepare reports on the activities and events of the 1960's as they related to the Civil Rights Movement.

E-AAAS-5-8 STUDENTS WILL SHOW AN AWARNESS OF THE CONTINUING STRUGGLE BY AFRO-AMERICANS FOR FREEDOM, JUSTICE, EQUALITY OF OPPORTUNITY, AND A SENSE OF DIGNITY IN AMERICAN LIFE:

01. Determine the nature of problems affecting race relations in America, as reported in newspapers and magazine articles.

02. Review several television programs featuring black actors to determine what images are projected.

03. Prepare a bulletin board display focusing upon one of the following titles:

a. Famous Black Americans: Past and Present
b. Outstanding Black Musicians
c. Gifted Black Scientists
d. Beautiful Black Women
e. Famous Black Athletes
f. Black Freedom Fighters

AFRICAN AND AFRO-AMERICAN STUDIES
(E-AAAS-6)

Key Competencies

GRADE 6

E-AAAS-6-1 STUDENTS WILL PROVIDE INFORMATION ABOUT THE IMPACT OF AFRICANS ON THE NEW WORLD:

01. Read and/or listen to several Afro-American folk-tales and link them to the African roots from which they developed.

02. Analyze the various aspects of Latin American life and culture, and identify the influence of African people upon music, dance, and language.

E-AAAS-6-2 STUDENTS WILL IDENTIFY INDIVIDUALS AND SIGNIFICANT EVENTS THAT HAVE INFLUENCED THE HISTORY AND CULTURE OF THE WESTERN HEMISPHERE:

01. Write a biographical sketch of Toussaint L'Ouverture, leader of the Santo Domingo slave rebellion.

02. Trace the exploration of Estaban in what is now the Southwest.

03. Read extensively about the revolts against slavery by African captives in North America, South America, and the Caribbean Islands. Provide information which would indicate some of the major problems encountered by leaders of revolts.

04. Prepare an oral report on the major revolts against slavery in South America, the leader of the revolts, and the results that were achieved.

05. Prepare a report on the status of persons of African ancestry living in the nation of Canada. Include population, areas of heavy concentrations, occupations engaged in, education, etc.

06. Prepare a report which will identify the types of businesses and industry which profited from the trans-Atlantic slave trade. Determine what conclusions can be drawn from the data.